



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE Term 3 Week 1



CAPS and RATP alignment

LISTENING AND SPEAKING		READING	
1) Follow instructions 2) Understands and responds to simple questions 3) Give a simple oral recount of a story 4) Participate in a short conversation about the theme 5) Performs the song/rhyme about 6) Responds to simple requests 7) Understand simple language structures 8) Listens to a text, fiction, and non-fiction 9) Expresses feelings about a story	CAPS pages 19 & 75 ATP pages 14-15 ; 22-23	1) Shared Reading - Pre-read introduces the theme and predicts what will happen - Begins to develop an understanding and ability to use simple language structures in the context of meaningful spoken language 2) Group Guided Reading Reads independently in Group Guided sessions	CAPS pages 20,75 &78 ATP pages 14-15; 22-23
PHONICS		WRITING	
1) Able to hear the sound 2) Orally identifies the consonant digraph at the beginning or end of a word 3) Sounds out words using the new phonic learned 4) Recognises more complex word families (e.g. lunch, bunch) 5) Uses consonant blends to build up and break down words 6) Recognises vowel digraphs	CAPS pages 19 & 77 ATP pages 14-15; 22-23	1) Rest of the class during group-guided Reading uses handwriting skills taught at Home Language organising information in a chart 2) Creative Writing - With guidance, write a personal recount - Write sentences on a familiar topic (6-8 sentences/ one paragraph) - Uses punctuation already taught in Home Language - Spells common words correctly Writes lists with headings	CAPS pages 19 &79 ATP pages 14-15; 22-23
LANGUAGE USE			
1) Able to know what a countable and an uncountable noun is (a /an /some)	CAPS page 79		



WEEKLY PREPARATION

Components	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday	Time
Listening and Speaking/ Shared Reading	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	10 min	Greeting Theme Vocabulary Shared Reading (Pre-read)	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	10 min	Greeting Theme vocabulary Shared Reading (First Read)	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	10 min
Phonics <i>jail, nail, sail, chain, train, tail, mail, rain, paint, snail</i>	/ai/ Introduce the sound and words	5min			/ai/ Segmenting and Blending	5min			/ai/ Connect the sounds to build the words	5min
Group Guided Reading (Group with teacher)	Ability Group		Ability Group		Ability Group		Ability Group		Ability Group	
Paired/Individual Reading	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min
Writing (GGR rest of the class)	T3 W1 Worksheet 1		T3 W1 Worksheet 2		T3 W1 Worksheet 3		DBE Workbook page 8		T3 W1 Worksheet 4	
Creative writing			Shared Writing	30 min			Independent writing using a writing frame	30 min	Spelling test and dictation	10 min
Language Use									Countable/uncountable nouns	20 min
Reflection										
Total Time		30 min		60 min		30 min		60 min		60 min



MONDAY: DAY 1

LISTENING AND SPEAKING 10min

1. Greeting: "Good morning Gr 3s, how are you today?" Learners: "Good morning, Ms Educator, we are fine today."

2. Question of the day: Do you know a kind person? In what manner do they show kindness?

3a. Theme vocabulary: compassion, friend, shy, friendly

3b. Sight words: with, everything, always

4. Rhyme/Song:

Any song / rhyme which embraces the theme or use the following rhyme:

Be kind to others
In good times and in bad
Be kind to others
Try even when you're mad!
Reach out to others
Show them that you care
Reach out to others
You have love to share

**PHONICS 5min**

-ai-

digraph



Phonic words: jail, nail, sail, chain, train, tail, mail, rain, paint, snail

INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the **flashcard /-ai-/** for learners to see.
2. Say the sound and instruct **learners to repeat the sound. 2x**
3. Explain that when we see two vowels together, the first sound uses its "big sound". The second sound is silent. (see poster in resources)
4. The **teacher paste the picture with the phonic word flashcard**, while repeating the phonic words.
5. Allow learners to read the phonic words, give learners a chance at random.

READING 15 min**Group Guided Reading:**

(a) Teacher prepare according to the reading level of the group with her. Example: Group 5 Level 5 (Read pages/paragraph)

(b) Rest of the class do: T3 W1 Worksheet 1 (Complete the phonic words, write 4 sentences)

Paired/Independent Reading

Read work done in Worksheet 1 to partner

Make corrections for friend (peer assessment)

RESOURCES (see Resource pack)

1. Rhyme/Song (page 2)
2. Flashcards : Theme vocabulary and sight words (pages 3-8)
3. Flashcards: Phonic words and pictures (pages 9-16)
4. GGR group at teachers's table (pages 33-36)
5. T3 W1 Worksheet 1 (GGR: Rest of the class) (page 37)
6. Learners' Classwork book

ENRICHMENT/INTERVENTION

- **Intervention:** say each phonic word and repeat the phonic sound while pointing it out in the word (peer activity)
- **Enrichment:** Assist with learners who struggle and complete peer activity.



TUESDAY: DAY 2

LISTENING AND SPEAKING 15min

1. Greeting: “Good morning, close your eyes and act like it is dark outside – Good evening grade 3s.” Learners: “Good evening Ms Educator.” Ask individual learners how they are doing?

2. Question of the day: What kind of person are you? (shy / friendly)

3a. Theme vocabulary: include, exclude, lonely, alone

4. According to current Theme : “COMPASSION”

Shared Reading- Read story with the theme “Compassion”

Or use this example: Big Book: Khumo’s new friend (15min)

Pre Reading

Comprehension Strategy : **Predict:**

Prediction using pictures

Prediction using text

1. When learners predict, they say what they think will happen in a story. 2. Learners can predict what will happen by looking at the pictures in a book. 3. They can also predict what will happen next after they have read a page of the text. 4. Finally, learners can predict how they think the story might end.

NB : It is important that the learner knows if their answer was incorrect, and that they hear the correct answer.

WRITING 30min**SHARED WRITING:**

The teacher and the learners will write a heading and list:

1. Class discussion about the theme; compassion.
2. Name the characteristics of a compassionate person.
3. Explain that we have two types of lists:

a list with a heading and words listed under each other and a list that we write in a sentence with commas.

4. Today we are writing the first list:

Compassionate people are:

**READING 15 min**

Shared Reading : Done during Listening and speaking when theme was introduced during L&S

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 4 Level 4 (Read paragraph)

(b) Rest of the class do: T3 W1 Worksheet 2 (Colour in the blocks to make 5 sentences and copy sentences in classwork book)

Paired/Independent Reading**RESOURCES** (see Resource pack)

1. Flashcards : Theme vocabulary and sight words (pages 3-8)
2. Flashcards: Phonic words and pictures (pages 9-16)
3. Writing: (page 31)
4. Shared Reading- Big Book (pages 18-30)
5. GGR group at teacher's table (pages 33-36)
6. T3 W1 Worksheet 2 (GGR: Rest of the class) (page 38)
7. Learners' Classwork book

ENRICHMENT/INTERVENTION

- **Intervention:** Give the learner extra time to transcribe during GGR
- **Enrichment:** Allow learner to add characteristics to their list.



WEDNESDAY: DAY 3

LISTENING AND SPEAKING 10min

1. Greeting: "Good morning, please greet the friend next to you."

2. Question of the day: Has anyone shown compassion towards you? How?

3a. Theme vocabulary: fit in, strange, thoughtful, compassionate

3b. Sight words: same, eat, when, feel

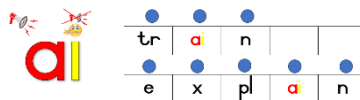
4. Rhyme/Song:

Any song / rhyme which embraces the theme or use the following rhyme:

Be kind to others
In good times and in bad
Be kind to others
Try even when you're mad!
Reach out to others
Show them that you care
Reach out to others
You have love to share

**PHONICS 5min**

Phonic words: jail, nail, sail, chain, train, tail, mail, rain, paint, snail

**SEGMENTING AND BLENDING**

1. Teacher say a phonic word, for example: paint
 - a. Ask the learners: What is the **first sound** in the word? /p/
 - b. Ask the learners: What is the **middle sound** in the word? /ai/
 - c. Ask the learner: What is the next sound in the word? /n/
 - d. Ask the learners: What is the **last sound** in the word? /t/
 - e. Ask the learners to segment the word into each individual sound:
 - f. **/p/-/ai/-/n/-/t/ and write the word** on the chalkboard for the learners while they segment the word
2. Learners write the numbers 1-10 in their classwork books
(learners may have loose cards to pack the segmenting at their desks and copy from the word on their table)
3. Teacher repeat 1a-f and learners and after each word they copy that word in their classwork books

READING 15 min**Group Guided Reading:**

(a) Teacher prepare according to the reading level of the group with her. Example: Group 3 Level 3 (Read sentences)

(b) Rest of the class do: T3 W1 Worksheet 3 (Complete cross word puzzle and answer in full sentences in classwork book)

Paired/Independent Reading

Read work done in Worksheet 3 to partner

RESOURCES (see Resource pack)

1. Rhyme/Song (page 2)
2. Flashcards : Theme vocabulary and sight words (pages 3-8)
3. Flashcards: Phonic words and pictures (pages 9-17)
4. GGR group at teachers's table (pages 33-36)
5. T3 W1 Worksheet 3 (GGR: Rest of the class) (pages 39)
6. Learners' Classwork book

ENRICHMENT/INTERVENTION

- **Intervention:** Use abc cards to build phonic words, they may use the phonic board to assist them.
- **Enrichment:** Allow learner to construct phonic sentences.



THURSDAY: DAY 4

LISTENING AND SPEAKING 15min

1. Greeting: "Good morning learners, please greet the friend"

2. Question of the day : How do you feel when you are excluded? (lonely / ashamed / terrible)

3a. Theme vocabulary : compassion, friend, shy, friendly, include, exclude, lonely, alone, fit in, strange, thoughtful, compassionate

3b. Sight words:
telling, asked, thought

4. According to current Theme :
"COMPASSION"

Shared Reading- Read story with the theme "Compassion"

Or use this example: Big Book: Khumo's new friend (15min)

First-Read

Comprehension Strategy : **Make connections:**

1. Learners must compare their story to their own lives, or to another text.

2. Ask questions like: How does it remind you of your own life: What would you have done?

WRITING 30min

INDEPENDENT WRITING: (with writing frame as guidance)

1. Teacher explain to class that they **will have to write a list with commas.**
2. Teacher models:
 - a. Write the date and heading
 - b. Use the sentence starter: I can show compassion by....

Use the sentence starter: I can show compassion by sharing, helping and caring.
3. Teacher leaves the sentence starter on the chalkboard but erases her answers
I can show compassion by ...
4. **Learners write their own list** in their classwork book.
5. Learners can **illustrate (draw picture/-s)** , if there is time.

I can show compassion by...

I can show compassion by
sharing, helping and caring.

READING 15 min

Shared Reading : Done during Listening and speaking when theme was introduced during L&S

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 2 Level 2 (Read sentences/words)

(b) Rest of the class do DBE Workbook activity page

Paired/Independent Reading

When finish with work, may read book from class library.

RESOURCES (see Resource pack)

1. Flashcards : Theme vocabulary and sight words (pages 3-8)
2. Flashcards: Phonic words and pictures (pages 9-16)
3. Writing: (page 32)
4. Shared Reading- Big Book (pages 18-30)
5. GGR group at teachers's table (pages 33-36)
6. T3 W1 Worksheet DBE Workbook page 8 (page 40) (GGR: Rest of the class)
7. Learners' Classwork book

ENRICHMENT/INTERVENTION

- **Intervention:** Provide a wordbank for learner to choose options to complete their list.
- **Enrichment:** Allow learner to add more words to their list or make 2 lists.



FRIDAY: DAY 5

LISTENING AND SPEAKING 10min

1. Greeting: "Good morning grade 3s, let's pretend that it is afternoon – greet the friend behind you"

2. Question of the day: What kind of person do you think Khumo is? (kind / compassionate / thoughtful)

3a. Theme vocabulary: All the words for the week

3b. Sight words: All the words for the week

4. Song and Rhyme:

Any song / rhyme which embraces the theme or use the following rhyme:

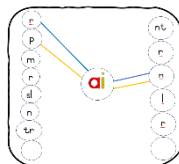
Be kind to others
In good times and in bad
Be kind to others
Try even when you're mad!
Reach out to others
Show them that you care
Reach out to others
You have love to share

**LANGUAGE USE 20min****Countable and uncountable nouns - a / an / some**

Use countable eg. An apple/ two apples and uncountable nouns eg. air, rice water. Complete worksheet.

PHONICS 5min**-ai-**

Phonic words: jail, nail, sail, chain, train, tail, mail, rain, paint, snail

CONNECT THE SOUNDS

1. Remind the learners of the sound of the week: /-ai-/

2. Review all the sounds and blends on the chalk board.

3. Show learners how to make a word using the grid

4. Remind them to use the target sound

/-ai-/

5. Learners write the heading in their classwork book: **-ai-words**

6. Give learners 3 minutes to connect sounds and try to build as many words as they can.

7. Allow learners to correct their work after writing possible words on the chalkboard after the learners finished their words.

READING 15min**Group Guided Reading:**

(a) Teacher prepare according to the reading level of the group with her. Example: Group 1 Level 1 (Read words/phonics)

(b) Rest of the class do: T3 W1 Worksheet 4 (Circle phonic words in decodable text and decode them in classwork book)

Paired/Independent Reading

When finish with work a friend check if decoding was done correctly (peer assessment)

SPELLING TEST & DICTATION 10min

Words: jail, nail, sail, chain, train, tail, mail, rain, paint, snail

Dictation: The snail moves to the train in the rain. I want to paint a cat with a long tail.

RESOURCES

1. Rhyme/Song (page 2)
2. Flashcards : Theme vocabulary and sight words (pages 3-8)
3. Flashcards: Phonic words and pictures (pages 9-17)
4. GGR group at teachers's table (pages 33-36)
5. T3 W1 Worksheet 4 (GGR: Rest of the class) (page 40)
6. Language usage (pages 41- 43)
7. Learners' Classwork book